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16 May 2013

Mr David Ashley
Headteacher
Greenslade Primary School
Erndale
Plumstead Common
London
SE18 2QQ

Dear Mr Ashley

Requires improvement monitoring inspection visit under section 8 of the Education Act 2005 to Greenslade Primary School

Following my visit to your school on 16 May 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you, other senior leaders, the Chair of the Governing Body and a parent governor, a representative of the local authority, the deputy headteacher from one of the partner schools, and with a group of pupils. The school's raising attainment plan and review of actions taken were evaluated. You took me on a tour of all classrooms to scrutinise the learning environment.

Context

Following the section 5 inspection, the mathematics coordinator has been on long-term absence. Leadership of the subject is being covered by the deputy headteacher. The special educational needs coordinator is now a member of the extended senior leadership team. The headteacher and local authority have brokered

support from two well-established local schools. A deputy headteacher from one of the schools is providing additional support in the Year 5 class and has been involved in providing training for staff.

Main findings

You have responded quickly and efficiently to tackling the areas for improvement highlighted in the section 5 report. The senior team has been instrumental in supporting you to drive the changes, particularly as good use is being made of their experience and expertise. The raising attainment plan is fit for purpose and has clear quantifiable targets and milestones. Changes have been well informed by in-depth research and reports you have commissioned. Targeted training on teaching grammar has resulted from this work; improving mathematics skills and teachers' questioning techniques to assess pupils' progress have been well-received by all staff. Good team work with all staff is helping you to pilot different planning formats before finalising the teaching policy. You have introduced effective systems to improve pupil progress meetings, the quality of marking and planning.

Although it is too early to see the full impact of the recent changes, there is tangible evidence that training, responsive marking and monitoring are having a direct impact on raising standards. Pupils say that their teachers are expecting more from them. They like the coloured coded marking and older pupils can explain their target level and rate of progress. Governors are very clear about the areas for development. They provide knowledgeable challenge when monitoring the school's work and encouraging managers to lead change. However, all middle leaders are not fully involved in organisational training and development.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, I recommend that further action is taken to:

- finalise the teaching and learning policy, which also incorporates the new approach to marking pupils' work
- ensure that all middle leaders can access targeted training and development to improve their leadership skills.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority's light touch approach has been possible because you are capitalising on the expertise and strengths of your senior leaders. The main support from the local authority is therefore targeted on funding changes and providing specialist support, as necessary. The local authority involvement in brokering links

with the local schools to widen teachers' awareness of practices and commissioning the Improvement Partner to validate the school's work is helping your school to review its effectiveness more rigorously.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Greenwich.

Yours sincerely

Carmen Rodney
Her Majesty's Inspector